



EDUCATION FOR SUSTAINABLE DEVELOPMENT: NEED OF THE HOUR

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ABSTRACT

Any social renovation or transformation necessitates the use of education. Similarly, education is a critical component in achieving long-term sustainability. Across the globe, communities are realising that current development tendencies are unsustainable, and that public awareness through education and training is a critical component in influencing our more globalised society toward sustainability. ESD strives to create competences that allow individuals to reflect on their own activities from a local and global perspective, taking into account their current and future social, cultural, economic, and environmental implications. Individuals should also be empowered to perform in a complicated environment in a sustainable manner, which may require them to take risks and participate in socio-political processes in order to move their societies toward long-term development. ESD must be viewed as an integral part of high-quality education, ingrained in the concept of lifelong learning: all educational institutions, from preschool to tertiary education, as well as non-formal and informal education, can and should consider it their responsibility to address issues of sustainability and promote the development of sustainability competencies. In light of today's issues, ESD provides an education that matters and is truly suited for every learner. ESD has the potential to make the planet a better place to live for current and future generations. The goal of ESD is to provide people with the knowledge and skills they need for lifelong learning in order to help them find valuable solutions to their environmental, economic, and social problems, and the effective use of technology is a critical component of increasing educational institutions' efficiency in order to achieve these goals (UNESCO, 2006). Another difficult task is to achieve sustainable development targets by 2030, which can be accomplished through education. This paper describes the role of education for achieving sustainability through re-orienting the whole education structure and how we can integrate the sustainable development concept in our curriculum and use the suitable pedagogy to create awareness among students towards sustainable development make them ready to realize the need of sustainable development in present context and live accordingly.

KEY WORDS: Sustainable development, Education for Sustainable development.

INTRODUCTION:

The notion of sustainable development was born out of a growing concern about human society's impact on the environment. In 1987, the Brundtland Commission defined sustainable development as "development that serves current demands without jeopardising future generations' ability to meet their own needs." This description recognises that, while progress is required to meet human needs and increase quality of life, it must be accomplished without eroding the natural environment's capacity to meet current and future demands. The sustainable development movement has grown and campaigned on the premise that sustainability safeguards both future generations' well-being and the earth's ability to heal. Initially emphasising the environment in development policy, it has expanded since 2002 to incorporate social justice and poverty alleviation as fundamental doctrines of sustainable development.

NEED FOR SUSTAINABLE DEVELOPMENT:

In the areas of economic development and environmental reduction, there are several issues that must be addressed. As a result, the concept of sustainable development is critical in order to address the following issues:

- To prevent or slow down environmental degradation.
- Checking exploitative technology and finding alternative sources to ensure a secure human life
- To put a stop to the indiscriminate maltreatment and squandering of natural resources.
- To re-establish renewable energy sources.

COMPONENTS OF SUSTAINABLE DEVELOPMENT:

(a) Economic Components:

- Creation of new markets and opportunities for sales expansion are economic components.
- Cost savings achieved through improved efficiency and lower energy and raw material inputs.
- Adding to the value of the product.

(b) Social Components:

- Health and safety of workers;
- Impact on the local community and quality of life;
- Benefits to underserved groups

(c) Environmental Component:

- Lower waste generation, effluent generation, and emissions into the environment.
- Lessening the impact on human health
- Using renewable resources
- Eliminating hazardous substances

EDUCATION FOR SUSTAINABLE DEVELOPMENT:

Different educationalists and professionals have expressed differing perspectives on education for long-term development. Education for Sustainable Development, according to UNESCO, allows every individual to gain the knowledge, skills, attitudes, and values needed to design a sustainable future. ESD focuses on incorporating essential sustainable development issues into the curriculum, such as pollution, energy consumption, and the utilisation of renewable resources, among others. ESD also necessitates participatory learning methodologies that inspire and enable learners to modify their behaviour and act in ways that promote sustainable development. As a result, education for sustainable development fosters skills such as critical thinking, anticipating future situations, and making collaborative decisions. Education for sustainable development necessitates significant changes in the way education is currently delivered.

ESD is vital for the realisation of a sustainable society, according to the Council of the European Union, and is thus desired at all levels of formal education and training, as well as in non-formal and in-formal learning.

According to the Sustainable Development Education Panel Report of 1998, ESD is about the learning that is required to sustain and develop our quality of life, as well as the quality of life of future generations. ESD helps people to learn the ideas, beliefs, and abilities necessary to engage in decisions about how we do things individually and collectively, both locally and globally, in order to improve quality of life now while avoiding future environmental damage.

OBJECTIVES OF EDUCATION FOR SUSTAINABLE DEVELOPMENT:

- Assisting students in gaining the knowledge, skills, attitudes, and values required to build a sustainable future.
- Empowering citizens to take action for positive environmental and social change through a participative and action-oriented approach.
- Integrating concepts and investigative skills from a number of disciplines to help our students better comprehend the world in which they live.

- To reorient education systems, educational institutions, and teaching-learning processes so that they become increasingly congruent with sustainable development principles.
- To improve the quality, significance, and accountability of education.
- To provide learners with the tools and techniques they need to deal successfully with today's imbalanced problems.
- To encourage students to be creative, think critically, solve issues, comprehend complexity, and work cooperatively with others.
- To make it easier for stakeholders in ESD to connect, network, trade, and communicate.
- To create a space and opportunity for educating and promoting the vision of sustainable development and the transition to it through all kinds of learning and public awareness.
- Develop strategies at all levels to boost ESD capacity in order to promote improved teaching and learning in education for sustainable development.

ROLE OF EDUCATION FOR ATTAINING SUSTAINABLE DEVELOPMENT:

Education of high quality is a critical tool for attaining a more sustainable future. It was highlighted at the United Nations World Summit in Johannesburg in 2002, where the reformation of existing educational systems was seen as a critical component of long-term growth. ESD's goal is to make it easier for people to make decisions and carry out actions that improve our quality of life while also protecting the environment. It also strives to incorporate sustainable development values into all elements and levels of education. Education for sustainable development aims to foster the development of ideas, skills, understanding, morality, and actions that are necessary for creating a world that is environmentally safe and secure, promotes social justice, and encourages economic sustainability.

While the primary focus is on environmental issues, ESD also addresses poverty alleviation, citizenship, peace, moral values, liability in local and global contexts, democracy and authority, justice, human rights, gender equality, corporate responsibility, natural resource management, and biological diversity. It is widely agreed that certain characteristics are necessary for ESD to function properly, indicating the equal importance of both the learning process and the educational outcomes. (UNESCO 2006, UN Decade of Sustainable Development). ESD should:

- Be incorporated into the curriculum in an interdisciplinary and holistic manner, allowing for a holistic approach to policymaking across the institution.
- Educate others about the values and principles that support long-term development.
- Assist learners in developing critical thinking, problem solving, and action skills, all of which contribute to increased self-confidence in resolving sustainable development concerns.
- Use a range of educational approaches to highlight the processes, such as literature, art, theatre, and discussion.
- Allow students to participate in the development and content of educational programmes.
- Address both local and global issues while avoiding jargon-filled language and phrases.
- Consider the future, making sure that the content is long-term oriented and employs medium- and long-term planning.

According to UNESCO, the decade's goal is to integrate sustainable development concepts, values, and practises into all aspects of education and learning. This attempts to encourage behavioural changes that will result in a more sustainable future. One of the most important components of the DESD is the awareness that ESD requires the participation of a wide variety of stakeholders from the public and corporate sectors, as well as civil society, non-governmental organisations, and the general public. Education assists us in better understanding ourselves, others, and our relationship with the larger natural and social environment; this understanding serves as a solid foundation for establishing respect. ESD aims to move us toward adopting behaviours and practises that will help us all live a full life without being deprived of basic human needs, as well as the virtues of justice, responsibility, exploration, and dialogue.

ESD AND CURRICULUM:

Since the mid-1980s, India has been working to incorporate Environmental Education (EE) into informal education at all levels. The Supreme Court of India ordered that EE be become a compulsory subject at all levels of education in

2003. It went on to say that the NCERT should create a model syllabus for grades I through XII, which every state should use in its schools. Reorienting education to achieve sustainable development will not happen if government officials or those associated with educational institutions are unaware of the link between education and sustainable development. The first phase in the reorientation process is to raise knowledge about sustainable development. Because ESD is a comprehensive approach to educational change, it should go beyond the scope of individual school topics and necessitate the involvement of teachers, educational administrators, planners, and curriculum organisations. One of the most important aspects of such reform is incorporating the aims, concepts/themes, and learning experiences of education for a sustainable future into syllabuses and instructional programmes. (Source: Educating for Sustainable future: A trans-disciplinary vision for concerted action, UNESCO, 1997)

PEDAGOGICAL APPROACHES IN ESD:

Although there is no precise pedagogy for sustainability education, there is widespread agreement that it necessitates a shift toward active, participatory, and experiential learning approaches that engage students and make a real difference in their understanding, thinking, and ability to act. The following are some examples of pedagogical processes:

- a. Critical reflection: this includes traditional lectures as well as emerging methods including reflexive accounts, learning journals, and discussion groups.
- b. Systemic thinking and analysis: real-world case studies and critical incidents, project-based learning, stimulation activities, and the utilisation of the campus as a learning resource are all examples of systemic thinking and analysis.
- c. Participatory learning focuses on group or peer learning, dialogue development, experiential learning, action research/learning to act, and case studies involving local community groups and businesses.
- d. Using role play, real-world inquiry, futures visioning, problem-based learning, and allowing space for emergence to think imaginatively about future scenarios.
- e. Collaborative learning: guest speakers, work-based learning, interdisciplinary/multi-disciplinary collaboration, and collaborative learning and co-inquiry are all examples of collaborative learning.

Source: <https://www.plymouth.ac.uk/students-and-family/sustainability/sustainability-education/esd>

ESD AND ASSESSMENT:

The evaluation approach should be appropriate for the institution and correspond with local assessment policies and procedures. Students should be able to demonstrate their mastery of learning outcomes in the fundamental areas of global citizenship, environmental stewardship, social justice, ethics and well-being, and future thinking through assessment. Formative tasks that enable the development of critical thinking and problem-solving skills, opportunities to apply these skills to real-world problems, synoptic assessments that explore the relationship between students' main academic discipline and sustainability, and activities that encourage affective learning in the domains of values, attitudes, and behaviours are all likely to be used in this context.

ESD AND LEARNING ENVIRONMENT:

The learning environment, as well as the support provided to staff and students, plays an important part in education for sustainable development. Students' learning is influenced not just by the formal curriculum, but also by the campus environment, the local community, and the institution's culture. Associations across these fields should be encouraged, not least because the physical learning environment is an important aspect of the educational context, influencing both what students learn and how they learn. When it comes to teaching and learning, there is typically a lot of possibilities to use campus and estates management. Flexible and adaptable learning settings maximise the potential for participatory, collaborative techniques that are advantageous to education for sustainable development.

ROLE OF TEACHER:

Because teachers play such an important role in the overall teaching and learning process, it is sometimes argued that there is no substitute for them. A teacher should do the following to introduce sustainability into the realm of education:

- People who are democratic, adaptable, and resourceful.
- Appropriately trained to deal with sustainable development.
- Have an optimistic outlook on sustainability
- More educated and energetic, with an emphasis on issues rather than substance.

- Assist students in understanding the process of sustainable development by acting as a facilitator.
- Collaborate with experts to comprehend and handle the concept of sustainability.
- Use the best and most diverse teaching, methodology, and TLM formats.

CONCLUSION:

Sustainability is crucial for a very simple and plain reason: until we accept it, we will not be able to sustain our quality of life as human beings, the diversity of species on Earth, or the earth's ecosystems. Fossil fuels will be depleted. Hundreds of millions of animals will perish. If we do not change, we will cause more damage to the environment than we can repair. And the awareness and motivation for sustainability in our own homes, communities, ecosystems, and around the world is at the heart of that change. Teaching our children about sustainability entails much more than nagging them to switch off lights or preaching about how many litres of water an hour-long shower wastes. It's about defining what it means to take a holistic approach to living sustainably.

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